**Lesson Plan - APUSH**

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| **Course: AP American History** | **Unit 1 – The Colonies** | **Instructor: McDonald / Schmitt** |

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| **Objective:** Students will be introduced to the early colonies and understand their role in developing the foundation for America. | **Date(s):** | |
| **Standard/Benchmark:**  Understand the early arrival of Europeans and Africans in the Americas and how these people interacted with the Native Americans. Common Core - RH 1,11-12 RH 2,11-12 RH 3,11-12 RH 4,11-12 RH 9,11-12 RH 7 (**see attached standards lists**) | | |
| Essential Question: How might discussion of primary sources help further our understanding of key ideas and events? How did new ideas and religion create a unique American culture? | | |
| **Instructional Focus (FCIM): Cause and Effect, Compare and Contrast, Implied Meaning, reliability and validity** | **Materials:** Textbook, Cornell-notes | |
| **Vocabulary (for active Word Wall):** Mass Bay Colony, matrilineal, Puritan, Intolerable Acts, Bill of Rights, encomienda, Mayflower compact, Colonization, Democracy, Slavery, Representation, Republic, Religion, Rebellion, Culture Clashes, Social Changes | **Cross Curricular Connection:** Writing and reading support language Arts and Reading Classes |

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| **Warm-up/Opening:**  Students will receive their primary source “Sinners in the Hands of an Angry God” and try to make sense of the language (interpret it as best they can). Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. | **Time10** |  | **Teacher Notes:** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SIE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on primary sources and their breakdown. This unit will cover reviewing the Indian societies of the Americas through the start of the American Revolution. The focus of today’s lesson will be “Primary Source Analysis.” Instructor will pass out necessary handouts. Students will be required to take Cornell Notes, listen, ask, and answer questions in order to familiarize themselves with the topic, key ideas and terms. | **Time**  **20** |
| **Student Work Period:** Students will be engaging in a primary source breakdown in anticipation of the Socratic Seminar. Students will engage in a primary source analysis activity to prepare themselves for the preceding class’ Socratic Seminar. Group share out prior to end of class. Writing activity to close class – SIE based on the Essential Question of the day.. Group share out prior to end of class. Writing activity to close class – Reflection on the Socratic Seminar and its contents and processes. **WRAP- UP:** Instructor will utilize information from the day’s class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * How did the Great Awakening lead to major changes in America?? * How did new ideas and religion create a unique American culture? * How might discussion on these topics help further our understanding of key ideas and events? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework**: Read Next Chapter from the American Pageant/Wood text and complete the next set of notecards | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction**    **Marzano’s 9 High-Yield Strategies**  (circle all that apply)   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  . | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s): | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s): |